**SI Session Plan Guide**

**SI Leader:** Ima Leader **Session Day/Date/Time:** Tuesday, 9/4/12 @ 2:00pm

**Course/Section:** ANY 1013.001

**Materials:** What items will I be using for my session today?

* Periodic Table
* Diagrams
* Cups (for Punch Pong)
* Formula Sheet
* Post –Exam Survey
* Prizes
* Nerf Ball
* Post-It Notes
* Computer/ Laptop
* Calculator
* Dry Erase Markers
* Jenga Blocks
* Pencil/Pen
* Paper
* Handouts
* Textbook
* Lecture Notes
* ELMO
* Chalk
* Board/Wall
* Note Cards

**Session Goals:** Should: 1) Be student oriented 2) Have a verb that determines the level of Blooms. 3) Include what I want students to do

* The students will create a weekly schedule to allocate time for studying
* The students will identify and apply different test strategies for different test formats
* The students will analyze and debate over the effects of Neo-liberalism in Latin America
* The students will apply their knowledge of graphs to tariffs and quotas
* The students will balance equations and use them as conversions for molar ratios
* The students will derive density and molar mass using PV=nRT
* The students will formulate and solve force problems
* The students will apply E1/E2 mechanism to reactions and be able to tell the difference between E1/E2 and Sn1/Sn2.

**Introduction/Opening Activity (5 mins):** How will I introduce the students to the session?

* Icebreakers (for the first couple of sessions): Two Truths and a Lie, Never Have I Ever, etc.
* Round Robin: Each person will give his/her name, major, and a goal (can be for the day, SI, semester, life, etc.) or favorite restaurant/food/hobby/etc.
* I will explain what is planned for the session
* We will recap the information learned in the last lecture/session with an informal quiz
* Each student will create two questions that will be compiled into a handout

**Study Skill:** What skill will the students be focusing on in the session?

* Elaborating Concepts (Cause and Effect, Cross Referencing, Compare and Contrast)
* Analyzing and Creating Charts and Diagrams
* Problem Solving (Molar Mass, Force)
* Critical Thinking (Applying New Info to Previously Learned info, Forming Your Position, Debating Opposing Stances)
* Writing Skills/Essay Writing (Brainstorming, Research Techniques)
* Organizing
* Note Taking (Matrix/Charting Method, Cornell Method, Timeline)
* Vocabulary Building
* Recognizing Formulas
* Mapping (Map Interpretation, Map Creation)
* Textbook Reading (SQ4R, Paraphrasing, Summarizing)
* Test Preparation (Self-Made Quizzes, Test Strategies, Tips and Techniques)
* Time /Stress Management

**Collaborative Learning Technique (CLT):** In what way will I arrange the students to work together in this activity?

**Collaborative Learning Technique:**

* Clusters
* Jigsaw
* Think/Pair/Share
* Turn to a Partner
* Round Robin
* Group Discussion
* Assigned Discussion Leader
* Individual Presentation

**Session Strategies:** How will the students work on the study skill?

* Problem Solving Strategies
* Group/Team Games (Pictionary, Taboo, Jeopardy, Trashketball, Who Wants to be A Millionaire, Jenga Review)
* Define and expand on vocabulary
* Develop possible test questions
* Post-Exam Survey
* Learning Styles (visual, kinesthetic, reading/writing, aural)
* Lecture Review
* Incomplete Outline
* Matrix
* Timelines
* Informal Quiz

**Description:** How will I use the study skill(s), collaborative learning and session strategies to break the dependency cycle?

* The students will take a key figure from lecture and “become that person”. They will give clues about who they are for the other students to guess. Everyone will get a turn to present their key figure.
* The students will be broken up into clusters. Each cluster will get a part of the incomplete outline to fill out using their lecture notes and book. Then each cluster will present their pair of the outline to the other students so that all the students will have a completed outline.
* The students will play hot potato with a Nurf ball. The student who catches the ball must answer a key point question then pick the following question for the next student to answer.
* The students will be broken up into pairs and each assigned a section of the textbook to read, summarize and outline. The outlines will then be compiled by the leader and given back to them next session as a completed chapter outline.
* The students will round robin questions or tips they have about writing for short answer exams. Everyone in the group contributes to answering each other’s questions

**Closing:** How will I check for student learning? Who knows what is coming up in the next class? When is my next session? Did I check all the boxes? *\*The closing should be student-focused and student-run\**

* Summary activity: I will have the students quiz each other over the main points of the session, the next exam date, the next SI session, and the names of everyone in their group.

**Post Session Evaluation:** How did the session go? If there were challenges, how will I address them in the next session?

* I spent way too much time going over the quiz, but felt that the students got a lot out of it. I know to make the quiz shorter next time and will go through material faster.
* Found that my “regular” student was bored, so I had him lead the SI session. He did awesome! His redirection techniques were fantastic. I will probably have him lead the session again in the future.